

DOCUMENT RESUME

ED 350 529

CG 024 583

AUTHOR Yen, Flora B.
TITLE Evaluating AOD Program Implementation: A Consumer's Guide.
INSTITUTION Western Regional Center for Drug-Free Schools and Communities, Portland, OR.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Sep 92
CONTRACT S188A00001
NOTE 74p.
PUB TYPE Reports - General (140)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Alcohol Abuse; *Drug Abuse; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Program Evaluation; *Program Implementation

ABSTRACT

The purpose of this publication is to highlight the importance of monitoring and documenting alcohol and drug abuse (AOD) program activities. Section 1 of this publication covers basic ideas in evaluating AOD program implementation, various methods of gathering data, and suggestions on selecting instruments. Section 2 contains abstracts of several instruments which have been used by school districts and evaluators to monitor and evaluate program implementation. Eleven of the instruments reviewed and summarized are paper-and-pencil questionnaires, checklists, and interview guides. Three are microcomputer software programs. Two examples of record-keeping forms are also included. All the instruments reviewed have been developed by researchers or practitioners in the last 9 years and have been used in a school setting. Section 3 of this publication lists additional resources such as titles of journals and manuals that furnish more detailed explanations of particular topics as well as names and telephone numbers of resource centers which educators and community representatives may contact to seek additional assistance. (ABL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



Evaluating AOD Program Implementation: A Consumer's Guide

by

Flora B. Yen, Ph.D.

September 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

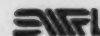
Western Regional Center for Drug-Free Schools and Communities



Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204



Far West Laboratory for Educational
Research and Development
730 Harrison Street
San Francisco, California 94107-1242



The Southwest Regional
Educational Laboratory
4645 Lampson Avenue
Los Alamitos, California 90720

©1992 NWREL, Portland, OR

Permission to reproduce this document in whole or in part is granted with the stipulation that the author and the Western Regional Center for Drug-Free Schools and Communities, Northwest Regional Educational Laboratory, be acknowledged as the source on all copies.

The contents of this publication were developed under Cooperative Agreement Number S188A00001 with the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement of the contents by the federal government should not be assumed.

Table Of Contents

Preface	v
SECTION 1: EVALUATING PROGRAM IMPLEMENTATION	
A. Overview	1.1
B. Basic Concepts	1.2
C. Gathering Information	1.6
Advantages and Disadvantages of Various Methods.....	1.6
Development of Questionnaire and Interview Instruments	1.8
Sample Interview Questions.....	1.9
Tips on Interviewing	1.10
Conducting Observations	1.11
Document Review Checklist	1.12
Access to Data Sources.....	1.14
D. Selecting Instruments	1.15
Using Multiple Measurement Techniques	1.15
Defining Program Implementation.....	1.15
Examining Reliability	1.16
Assessing Validity.....	1.16
Using Sampling Strategies.....	1.17
Things to Consider.....	1.17
SECTION 2: ABSTRACTS OF INSTRUMENTS	
A. Overview	2.1
B. Questionnaires, Interview Guides, and Checklists	
1. Administrator Questionnaire.....	2.4
2. The Community Drug and Alcohol Assessment Guide for Youth.....	2.6
3. Level of Implementation Profile.....	2.8
4. Parent's Self Test.....	2.10
5. Personal Interview Questionnaire for Teachers	2.12
6. SAP: Participants Rating Sheet for Group Activity	2.14
7. SAP: Participant Satisfaction Survey	2.16

8. SAP: Staff Satisfaction Survey	2.18
9. The Secondary School Drug and Alcohol Assessment Guide	2.20
10. Self-Assessment Instrument for School Programs in Alcohol and Other Drug Prevention.....	2.22
11. What Do You Think About the Drug Abuse Problem and Drug Education?	2.24
C. Microcomputer Software Programs	
1. Drug Information, Assessment and Decisions for Schools (DIADS)	2.28
2. Evaluation and Quality Improvement for Prevention (EQUIP).....	2.30
3. SAP Assistant	2.32
D. Program Record-Keeping Forms	
1. Student Assistance Program Recordkeeping Forms and Student Questionnaires	2.36
2. Western Regional Center Student Assistance Program Referral Record	2.38
SECTION 3: ADDITIONAL RESOURCES	
A. Overview	3.1
B. Evaluation Manuals and Handbooks.....	3.2
C. Journals on Alcohol and Other Drug Prevention and Education.....	3.4
D. Journals on Program Evaluation	3.7
E. Information and Resource Centers	3.8
References.....	3.12

Preface

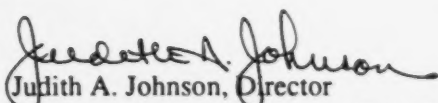
This Consumer's Guide was developed to highlight the importance of evaluating the implementation of AOD programs and to share information on available instruments. The audience for this Guide is prevention specialists and school-community teams in the Western region who are interested in monitoring and documenting their program operations and activities.

The questionnaires and data-collection forms reviewed in the following pages represent only a small sample of instruments in the field. All the instruments reviewed, however, can be obtained easily and have been used previously by educators in various parts of the country. It should be noted that the Western Regional Center for Drug-Free Schools and Communities does not endorse any specific instruments or products. We encourage interested readers to contact the authors directly to ask for more information about any of the instruments summarized.

The development team for this consumer's guide consisted of Dr. Flora Yen of the Western Regional Center and Dr. Margaret Page Kalkowski of our Laboratory's Evaluation and Assessment Program. The layout and graphics were done by Marjorie Wolfe.

Special thanks are extended to the authors of the instruments summarized, and their agencies, for their courtesy and cooperation on this project. We are also grateful to Dr. Carol Thomas of the Southwest Regional Laboratory and Mr. Ralph Baker of the Far West Laboratory for their review of the draft and for their valuable input.

Finally, I wish to take this opportunity to invite practitioners and evaluators who may have developed instruments evaluating program operations to send them to me so that their abstracts may be included in future editions of this Guide.


Judith A. Johnson, Director

Western Regional Center for Drug-Free Schools and Communities

Section 1: Evaluating Program Implementation



Overview

The effectiveness of school-based alcohol and other drug (AOD) prevention programs has increasingly come under scrutiny (Klitzner, 1987; United States General Accounting Office, 1987, 1990, 1992). Most of the attention and call for evaluation, however, have focused on program outcomes. Rarely have the discussions centered on evaluating the implementation of AOD programs. An exception is the implementation study conducted by the Research Triangle Institute in 1991, which was funded by the U.S. Department of Education. In order, however, to detect any program effects and then to attribute these effects to the program, both program outcomes and program implementation have to be evaluated.

In 1990, the Western Regional Center for Drug-Free Schools and Communities developed a publication summarizing an array of student AOD survey instruments currently being used in the United States. Now in its second edition, the publication titled *Surveys of Student Alcohol and Other Drug Use: A Consumer's Guide* provides guidance to local schools and communities on how to select a survey instrument to assess program outcomes, including the extent of AOD use among youth. Since evaluating program operations was not addressed in that publication, the Western Regional Center staff began to plan and develop this particular publication titled *Evaluating AOD Program Implementation: A Consumer's Guide*. The purpose of this publication is to highlight the importance of monitoring and documenting program activities.

Section 1 of this publication covers basic ideas in evaluating AOD program implementation, various methods of gathering data, and suggestions on selecting instruments.

Section 2 of the publication contains abstracts of several instruments which have been used by school districts and evaluators to monitor and evaluate program implementation. Some of the instruments reviewed and summarized are paper-and-pencil questionnaires, checklists, and interview guides. Others are microcomputer software programs. Examples of record-keeping forms are also included.

Section 3 of this publication lists additional resources such as titles of journals and manuals that furnish more detailed explanations of particular topics as well as names and telephone numbers of resource centers which educators and community representatives in the Western region can contact to seek additional assistance.

Basic Concepts

What is it?

Evaluating program implementation (sometimes referred to as "formative" or "process" evaluation) looks at these aspects of a program:

- the extent to which a program reaches the target population;
- monitoring of program "dose", in terms of frequency of delivery and/or participation in program activities;
- monitoring the organizational context or situational variability within which the program is implemented;
- the extent to which programs or services are implemented so as to meet program goals; and
- cost of program implementation

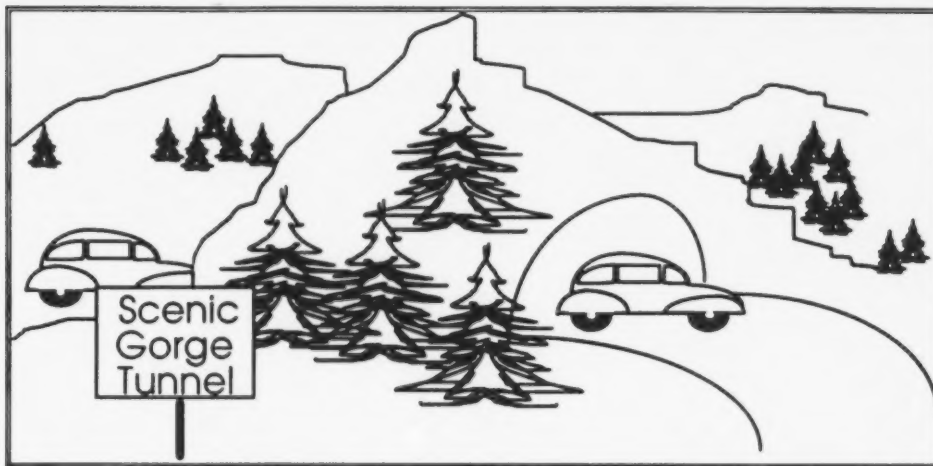
(McGraw, McKinlay, McClements, Lasater, Assaf and Carleton, 1989)

Why is it important?

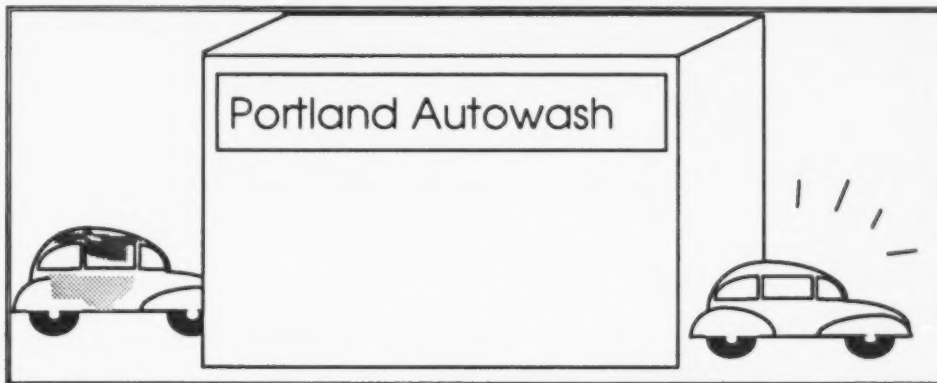
Looking at program outcomes without examining program processes makes it very difficult to:

- 1) understand why the program worked, or why it did not;
- 2) identify program strengths as well as problem areas which can be corrected; and
- 3) attribute any success or failure in outcomes to the program itself.

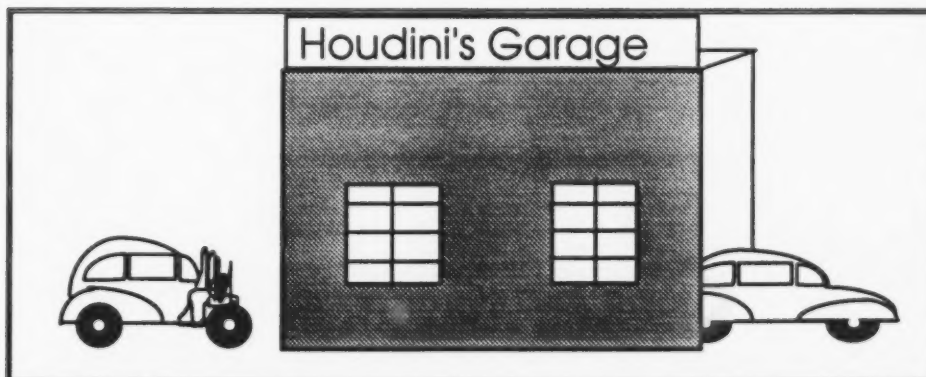
To illustrate the importance of gathering information on implementation, let's look at the three scenarios on the next page.



Scenario 1: Car Going Through a Tunnel



Scenario 2: Car Going Through a Car Wash



Scenario 3: Car Getting Repaired

In the first scenario, a car is going through a tunnel. In the second scenario, a car is going through a car wash, and in the third scenario, a car is undergoing repairs at a body shop. Each scenario depicts a different level of intervention—from none (tunnel), to moderate (car wash), and then extensive (body shop). Obviously, one would not expect any change in the car that just passed through a tunnel, but one would expect some change in the car that went through a car wash, and even more change after mechanics have fixed it. So it is with AOD program implementation and student outcomes. Some programs result in very low level of intervention while others provide a high level of intervention. An example of a low level of intervention is when students in a school receive only one or two exercises from a drug prevention curriculum of thirty lessons, due to inadequate preparation of its teachers or insufficient classroom time to teach the materials.

In contrast, another school in the same district may have ensured that the teachers were adequately trained and motivated to use the curriculum material so that the result was very different. All the students at this school received the full sequence of lessons. Without checking this out, a district administrator not personally involved in delivering the curriculum really would not know that the level of intervention was so different for the two schools.

Should the year-end assessment of students' knowledge of AOD prevention from the two schools be combined, the findings surely would be difficult to understand and could often lead to errors in judging the effectiveness of the curriculum.

What program components should be evaluated?

There are basically two sets of questions that one can ask about program implementation. One set refers to the degree of implementation of a program. (Scheirer and Rezmovic, 1983). This would include how the key features of the program are being carried out. These key features can usually be identified from program designs. For example, if an AOD program consists of a prevention curriculum for all students, then the following questions can be asked:

- 1) How many teachers used the curriculum?
- 2) How many lessons from the curriculum were taught?
- 3) What was the average amount of time each lesson took?
- 4) When were these lessons taught?
- 5) How many students at each grade level received the curriculum?

Answers to these questions would indicate the extent of use of the curriculum at that particular school.

The second set of questions refers to the context or implementation processes (King, Morris, and Fitz-Gibbon, 1987; Scheirer and Rezmovic, 1983) in which a program may take place. For example, the context may include the organizational structure, the school, administrative and staff support for the curriculum, and attitudes toward AOD issues. In other words, these are contextual elements which may facilitate or hinder the use of the curriculum and its possible

effects on students. Some questions on context or implementation processes which may be asked are:

- 1) What were teachers' attitudes toward the curriculum itself?
- 2) How many teachers are sharing one set of curriculum materials?
- 3) What is the extent of administrative support for the curriculum?
- 4) What are students' attitudes toward AOD use?
- 5) What are community attitudes toward AOD use?

Getting answers to the second set of questions will help to illuminate how well or poorly the curriculum is being implemented and received at the site and provide a clearer picture of what program outcomes to realistically expect.

Gathering Information

Although researchers and evaluators have acknowledged the importance of evaluating program implementation for over ten years now, its conceptualization and methodology are still not fully developed (Lipps and Grant, 1990; Pentz, Trebow, Hansen, MacKinnon, Dwyer, Johnson, Flay, Daniels, and Cormack, 1990; Scheirer and Rezmovic 1983). Generally, the methods used have been informal and utilize both quantitative and qualitative approaches to gathering information. The three methods often used are:

- self-report measures such as questionnaires or interviews
- conducting observations
- examining existing records

Each of these methods have their advantages as well as disadvantages. These pros and cons are summarized below:

Advantages and Disadvantages of Various Data Collection Methods

Questionnaires:

- | | |
|----------------|---|
| Advantages: | Easy to administer.
Easy to tabulate responses.
Answers remain anonymous. |
| Disadvantages: | No opportunity to clarify questions or responses.
Requires respondents to read and write.
Easy to fake responses. |

Interviews:

- | | |
|----------------|---|
| Advantages: | Questions can be clarified when needed.
Unclear responses can be pursued.
Does not require respondents to read and write. |
| Disadvantages: | Time-consuming to administer.
Time-consuming to summarize responses.
Requires training of interviewers. |

Observations:

Advantages: Provides accounts of actual occurrence.
Does not rely on respondent's recall.
Does not rely on responses of respondents.

Disadvantages: Intrusive.
Requires training of observers.
Errors in coding may occur.

Existing Records:

Advantages: Wide variety of information is readily available.
Relatively low cost to obtain.
Does not require much training to collect.

Disadvantages: Records may be incomplete.
Legal requirements may arise.
May require time and effort to extract information needed.

Suggestions and tips from the Western Regional Center's 1988 planning manual on using these methods are provided on pages 1.8 through 1.14.

Development of Questionnaire and Interview Instruments

Planning

Specific questions used in self-report instruments should be prepared in the context of a total evaluation plan. Many questionnaires and interviews yield useless information, simply because the evaluator did not take the time to construct a plan. The following steps are suggested in planning your self-report instruments.

1. Determine what information is to be sought.
2. Determine what format the instrument will take.
3. Develop the first draft.
4. Revise the first draft.
5. Pilot-test the instrument and revise if necessary.
6. Write the detailed procedures for use.

Question Development

1. Is the question necessary?
2. Is more than one question necessary to get the information you need?
3. Do respondents have enough knowledge about the question to be able to answer?
4. Is the question biased?
5. Will the content of the question offend, embarrass, or otherwise lead the respondent to not want to answer?
6. Is the wording clear?
7. Is the language level appropriate?
8. Do the words evoke an emotional response?

Sample Interview Questions

A. For District/School Site Program Administrators:

1. Describe the implementation of the activities, management procedures, and budget allocations of the program.
2. How have you departed from your intended plan, if at all, in these three areas? Why have you departed?
3. What particular problems have you encountered?

B. For Teachers:

1. How were you informed of the program and your role in implementing it?
2. Describe your role in the implementation of the program.
3. Did you receive training and/or assistance in carrying out your role? If so, please describe. Was it adequate?
4. Did the program operate smoothly and efficiently in the classroom? If not, why not?
5. Was the program well-managed? If not, why not?

C. For Students:

1. Describe the program to me. Tell me about the topics that were covered and how the material was presented to you.
2. Did your teacher seem comfortable and well prepared in presenting the material?
3. Were there any incidents that occurred while the program was being carried out that stand out in your mind.?
4. Did you enjoy the program? Was it interesting? Did you learn from it?

D. For Parents:

1. Are you aware of the program which is being carried out in the district/school? If so, how did you find out about it?
2. Were you involved in the planning or carrying out of the program? If so, in what way?
3. Has your daughter/son commented on the program? If so, describe comments.
4. What is your opinion of the program?

Tips on Interviewing

1. Ask friendly questions to help the person being interviewed feel more at ease.
2. Restate questions when the interviewee looks puzzled.
3. Express interest, periodically.
4. Incorporate/repeat interviewee's key phrases and terms in questions and in notes.
5. Express/reaffirm complexity of program requirements.
6. Avoid a series of questions beginning with 'why' (may contain a judgmental component).
7. Ask for a concrete example if response is vague (I wonder if you could give me an example of that?).
8. When the interviewee looks uncomfortable talking about a particular topic, "tread gently."
9. Emphasize the sharing nature of the interview and avoid judgmental queries.
10. Acknowledge any "ventilation" of feelings that occur before proceeding to next question.
11. If possible, try to take only brief notes during the interview itself and concentrate on the responses.
12. Confirm/double check important points.
13. Take a break during lengthy interviews.
14. Jot down exact quotes or phrases once in a while. They add some personal flavor to notes.
15. Allow only limited freedom for interviewee to go off on a "tangent." Maintain focus on improvement issues, rather than respondent (or your own) interests.
16. At close of interview, allow for possibility to return to ask for any necessary clarification.

Source: Spradley, J.S. (1979). *The Ethnographic Interview*. New York. Holt, Rinehart and Winston.

Conducting Observations

1. Classroom observations are a very expensive and time-consuming approach to evaluation, so be sure that you can afford and/or really need this information.
2. The determination of what behaviors, events, and environmental features you will be observing is essential before deciding to use this measure.
3. The kind of training needed for observers must be carefully planned.
4. All observers need training.
5. Observers should be carefully selected. You need observers that are unobtrusive, preferably not familiar with teachers or students to be observed.
6. All teachers are not amenable to having an observer in their classrooms. A meeting with teachers to explain evaluation and alleviate fears is recommended. If possible, teachers should volunteer for this activity.
7. Be prepared for complications in scheduling, e.g., substitute teachers, shortened classes, school events preempting classes, students leaving on field trips.

Document Review Checklist

Definition

A "document" may be defined as any kind of written or printed information that can be used in support of or as evidence for a particular study. By collecting, sequencing, and interpreting documents, the evaluator can trace the origins of a given situation and put it in context.

Types of Documents

Documentary information can include:

- school records
- census figures
- personnel files
- socioeconomic facts
- test scores
- medical information
- description of proposed program objectives, implementation plans, management plans, budget
- demographic information
- program philosophy
- background material describing problem, content, and context
- needs assessment information
- information about community, school, industry
- materials, such as objectives, lesson plans, instructional guides, teachers' manuals, textbooks, handouts, testing instruments
- progress reports, evaluation reports

Planning for Gathering Documentary Information

1. What are the documents that are relevant to the program being evaluated?
2. How do you determine the "relevant" documents?
3. Whom would you ask to make this determination?
4. Where are the locations at which these documents are stored? What are the hours these offices/locations are open for you to visit? Who knows this information?
5. What are the names of the people who supervise/monitor/store these documents? Again, who knows this information?
6. Whose permission do you need to examine these documents?
7. Can the documents be removed from any of the locations or must they be reviewed at the site? Who can tell you this information? How long can you keep the documents?
8. For each document or type of document what information are you looking for?

Access to Data Sources

After determining the information you want to obtain, identifying the groups of people from whom you will be soliciting this information and the types of documents you will be reviewing, and matching with appropriate data collection instruments, then you will need to determine how to get to these people and documents for the information. In order to make this determination you will need to be informed of and act according to the following policies and procedures:

1. District/school policies for conducting an evaluation and established procedures for contact with board members, staff, students, parent, and community school-based organizations
2. The legal restrictions and requirements for examining and reporting confidential information
3. Any school/community protocol to be observed in the conducting of an evaluation.

This information is essential to know in the early planning stage of your evaluation so that:

1. You discover **if** you can implement your evaluation
2. You can **revise** any changes needed in the evaluation design based on school/community guidelines/policies/restrictions
3. You can build in enough **time** to carry out needed access tasks.

Some examples of access issues are:

1. If you plan to interview students:

Who needs to know and/or from whom do you request permission? teachers? principals? superintendent? parents?

2. If you plan to examine student records:

What are the district, the federal, and the state policies regarding access to, and reporting of, confidential information?

Also, be aware of courtesies to be extended and attention to public relations in conducting an evaluation. Some people do not need to know about the study but your evaluation efforts would be well served if you provided this information to not only key members of the business community, but also to religious, civic, and other community organizations.

underlying logic of the construct being measured, and thus clarifies the conceptualization of key concepts." With the presence of an operational definition, one can "proceed more efficiently, logically, and with greater clarity of purpose" (p. 612).

An example which illustrates an operational definition of implementation is described in a journal article titled "Effects of Program Implementation on Adolescent Drug Use Behavior" by Pentz, et al (1990). In it, the authors defined the "quality" of implementation as (1) adherence (whether program was implemented or not), (2) exposure (amount of program delivered to the participants), and (3) reinvention (the extent to which implementors deviate from the program standard).

Examining reliability

It is important to know if an instrument is reliable or not. Reliability refers to the extent to which an instrument is free from errors of measurement. In other words, if there is no change in the entity being measured, the results should be the same each time that it is measured. An instrument having high reliability is more apt to detect true changes than one that has low reliability. Instrument developers have primary responsibility for collecting and reporting evidence concerning the reliability of their instruments.

Assessing validity

Evidence of validity ensures that the instrument is measuring what it is supposed to measure. The traditional means of showing validity falls into these three categories:

- a) Construct validity provides evidence that the results derived from the instrument indeed is a measurement of the theoretical construct (i.e., program implementation). Construct validity is usually assessed from a variety of sources such as intercorrelations among questionnaire items, close relationship of the instrument to other measures that assess the same construct, and analyses of individual responses to an instrument. Statistical procedures commonly used are factor analysis or a multitrait-multimethod matrix.
- b) Criterion validity demonstrates that the results gathered from the instruments are related to one or more outcome criteria of interest. According to the *Standards for Educational and Psychological Testing* (1985), criterion validity can be obtained through two means. One is by a predictive study and the other is by a concurrent study. A predictive study would be able to demonstrate the accuracy in which one specific component occurring early in the implementation process can predict later overall implementation. A concurrent study would collect prediction and criterion information at the same time.
- c) Content validity shows the extent to which the sample of items or questions on an instrument represent some specified universe or content domain. Expert judgments are often used to make this determination.

Using sampling strategies

The sampling strategy used in collecting data affects the adequacy of the information collected. For example, a school is interested in assessing teachers' attitudes toward their Student Assistance Program but only interviewed teachers who had made referrals. That would leave out the opinions of teachers who had not made referrals. The results would certainly be biased toward a particular group of teachers. The type of sampling strategies commonly used are random sample, stratified sample, or a sample of convenience. The sample of convenience should be avoided as it introduces too many possibilities for bias and inaccuracy in results.

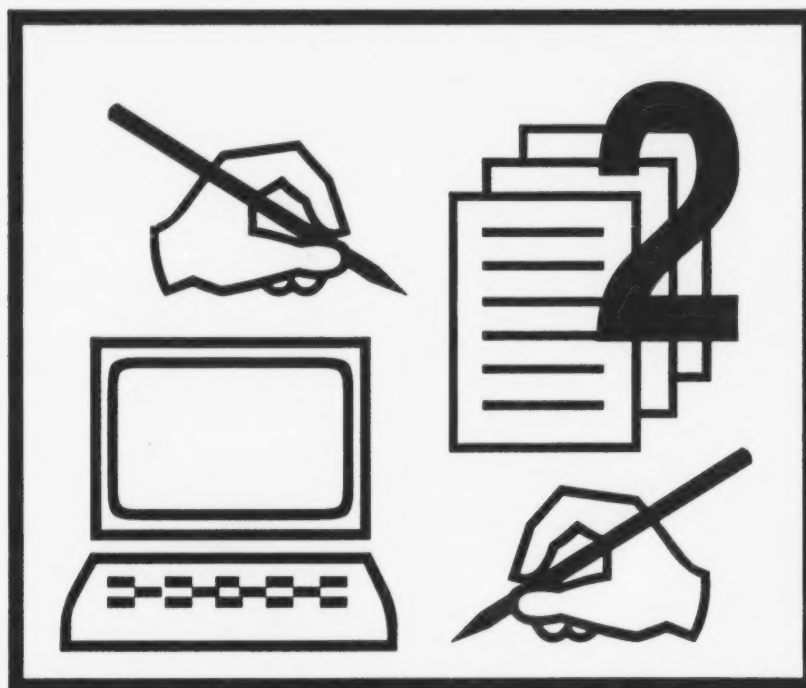
Things to consider

Before deciding on what instruments to use in evaluating program implementation, consider the following points:

1. What technical expertise in program evaluation do you have access to?
2. What are the costs involved in purchasing instruments and using them to gather information?
3. How can you improve on your program record keeping?
4. How can you supplement self-reports of participants with more objective data?
5. How will you use and disseminate the results of the information you have gathered about program implementation?
6. How will your evaluation of program implementation dovetail with your evaluation of student outcomes? (Refer to the Western Regional Center's publication on *Surveys of Student Alcohol and Other Drug Use: A Consumer's Guide*, Second Edition (September 1991) for suggestions on assessing student outcomes.)

In the next section, a number of instruments have been summarized to give readers some idea of what instruments are currently available to evaluate program implementation.

Section 2: Abstracts of Instruments



Overview

Sixteen instruments have been summarized in this section. Eleven instruments are the paper-and-pencil variety such as questionnaires, checklists, or guides for face-to-face interviews. Three are microcomputer software programs and two describe program record-keeping forms.

All the instruments reviewed have been developed by researchers or practitioners in the last nine years and have been used in a school setting in the U.S. Some of the instruments are targeted at specific groups such as administrators, classroom teachers, or students. Others are developed for use by school-community teams or a combination of representatives from various groups.

Information on reliability of the instruments has generally not been reported. Evidence of validity offered is usually that of content validity. It is apparent that instruments on program implementation are still at an early stage of development with more time needed for refinements. Nevertheless, these instruments provide a sampling of tools that can provide useful information on AOD program implementation.

The authors have expressed their willingness to share their instruments and either do not charge for the instruments or may ask for a modest fee. The contact persons or agencies listed at the end of each abstract should be contacted directly if more information is needed.

Questionnaires Interview Guides Checklists





Administrator Questionnaire

Author/Agency: Ray Tricker, Department of Public Health, Oregon State University

Year Developed: 1985

Copyrighted: Yes

Possible Uses: The questionnaire can be used to assess the attitudes and perceptions of administrators toward the AOD curriculum being used in their schools or districts.

Cost: None

Description:

- A. Target Group:** Administrators or AOD coordinators in schools or districts using an AOD curriculum
- B. Areas Assessed:** Perceptions of the current situations in the schools or districts and the way the respondent would like them to be with respect to:
 - Cost to implement the curriculum
 - The coordinator
 - School and district administrators
 - Teachers
 - Teacher inservice
 - The curriculum
 - The community and parents
 - The evaluation of the implementation process
- C. Format/Scoring:** The questionnaire contains 30 questions; each question is answered on a two-part Likert scale as shown in the sample question below:

		To Very Little Extent	To A Little Extent	To Some Extent	To A Great Extent	To Very Great Extent
To what extent do you get enough rest?	IS	1	2	3	4	5
	LIKE	1	2	3	4	5

The top half of the response scale represents the way the situation is perceived by the respondent and the bottom half represents the way the respondent would like it to be. The discrepancies between the two parts of the scale could be easily determined and the differences rank ordered from low to high.

D. Time to Complete: Less than 20 minutes

E. Instrument Development: Adapted from an administrative implementation perceptions questionnaire used in previous research, this particular instrument was used in a mailed survey sent to district superintendents, curriculum coordinators, school principals and program coordinators in three Oregon school districts in 1985. It was part of a doctoral dissertation study evaluating the implementation of AOD prevention curriculum.

Available From:

Dr. Ray Tricker, Assistant Professor
Oregon State University, Department of Public Health,
Waldo Hall, Room 311, Corvallis, OR 97331-6406.



The Community Drug and Alcohol Assessment Guide for Youth

Author/Agency: David S. Anderson and Steven M. Janosik, Integrated Substance Abuse Consultations

Year Developed: 1988

Copyrighted: Yes

Possible Uses: Results from the Assessment Guide can be used as a needs assessment and for improvement of prevention efforts across community groups. It can also be used as a tool to develop a coordinated community effort in prevention.

Cost: \$14.50. Multiple copies ordered thereafter are \$2.00 each. Communities may copy their originals for use in their projects.

Description:

- A. **Target Group:** Community leaders
- B. **Areas Assessed:** The extent of involvement in alcohol and other drug prevention by the groups listed below:
 - Community at large
 - Health services
 - Social services
 - Schools
 - Religious institutions
 - Parents
 - Civic groups
 - Business and industry
 - Governmental agencies
 - Courts
 - Law enforcement agencies
 - Media groups
 - Restaurants and other entertainment businesses
- C. **Format/Scoring:** The Assessment Guide consists of three sections: an 8-page questionnaire of 144 questions with columns for checking "yes" or "no" responses, a score sheet, and a chart to plot the percentages of affirmative responses. The results reflect the strength of prevention efforts within each of the various groups within the community.

D. Time to Complete: About 20 to 30 minutes

E. Instrument Development: Inspiration for the guide came from a school superintendent who suggested to the authors that they develop an instrument to assess prevention efforts beyond the schools. The 12 groups listed above were identified from a review of the literature.

Available From:

Dr. David S. Anderson
Integrated Substance Abuse Consultations
P. O. Box 7505, Arlington, VA 22207
Telephone: (703) 237-3840.



Level of Implementation Profile

Author/Agency: Western Regional Center for Drug-Free Schools and Communities, Northwest Regional Educational Laboratory

Year Developed: 1987

Copyrighted: Yes

Possible Uses: To monitor the extent of local implementation of key components of a comprehensive AOD program. It is most helpful when used on a statewide basis and supplemented with more objective measures.

Cost: None

Description:

A. Target Group: School, district, or community team

B. Areas Assessed:

- Needs assessment
- Action plan
- Policies and procedures
- Prevention
- Intervention
- Support/Aftercare
- Evaluation
- Dissemination
- Parent/Community involvement
- Student involvement
- Need for training and technical assistance

C. Format/Scoring: The questionnaire consists of items which ask the respondents to circle the stage of implementation that best describes where their programs are on each of the components listed in "B" above. The five stages of implementation are:

1. No implementation
2. Initial planning/discussion but no implementation yet
3. Early implementation
4. Complete implementation
5. Institutionalization

In addition, the questionnaire asks respondents to indicate their need (high, medium, or low) for training and technical assistance in 16 content areas.

- D. Time to Complete:** About fifteen minutes
- E. Instrument Development:** The questionnaire was developed initially by Western Regional Center staff to collect information for reporting required by the funding source. The stages of implementation used were derived from the literature on program implementation and stages of educational change. In recent years, the Hawaii State Department of Education has requested all public schools in Hawaii to complete this questionnaire at the end of each school year as part of their statewide planning and evaluation activities.

Available from:

Judith A. Johnson, Director
Western Regional Center for Drug-Free Schools and Communities
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
Telephone: (503) 275-9476 or 1-800-547-6339, ext. 476.



Parent's Self Test: A Guide for Helping Parents Assess Their Own Drug Use

Author/Agency: John K. Delaine, Wisconsin Clearinghouse, University of Wisconsin - Madison

Year Developed: 1985

Copyrighted: Yes

Possible Uses: The questionnaire is to help individuals assess their attitudes and own use of drugs as well as possible reasons for their behavior. The instrument recommends that parents contact a local agency for help if they suspect they have a problem with alcohol and/or other drugs.

Cost: 50 for \$10; 200 for \$34; 500 for \$70; 1000 for \$120

Description:

- A. Target Group:** Parents
- B. Areas Assessed:** Drug use habits regarding
 - Alcohol
 - Over-the-counter and/or prescription medication
 - Cigarettes
 - Marijuana
 - Coffee
- C. Format/Scoring:** The questionnaire has 22 items with "yes" or "no" check-off responses which can be easily tallied.
- D. Time to Complete:** 5 minutes
- E. Instrument Development:** It is taken in part from the book *Who's Raising the Family* (1981) by John K. Delaine, Wisconsin Clearinghouse.

Available From:

Wisconsin Clearinghouse
University of Wisconsin-Madison
P.O. Box 1468
Madison, WI 53701-1468
Telephone: 800-322-1468



Personal Interview Questionnaire for Teachers

Author/Agency: Ray Tricker, Department of Public Health, Oregon State University

Year Developed: 1985

Copyrighted: Yes

Possible Uses: Can be used to assess teachers' attitudes and the degree of implementation of an AOD curriculum in a school or district.

Cost: None

Description:

- A. **Target Group:** Classroom teachers using an AOD curriculum
- B. **Areas Assessed:**
 - Teaching and preparation time
 - Quality of inservice training
 - Attitudes toward the curriculum
 - Administrative support
 - Compliance with the curriculum guidelines
 - Evaluation of implementation
 - Community involvement
 - Teacher perceptions of the implementation procedures
- C. **Format:** The questionnaire is for use in onsite interviews. It consists of 56 questions covering the eight areas listed in "B" above. Some of the questions require only brief answers while others ask for detailed responses.
- D. **Time to Complete:** 45-60 minutes
- E. **Instrument Development:** The interview questionnaire was developed from information gathered during visits to three Oregon school districts in 1985 and reviewed for content validity by a panel of health and drug education experts at the University of Oregon. The project was part of a doctoral dissertation study examining the financial costs and teacher attitudes toward the implementation of the *Here's Looking at You, Two* and the *Starting Early* curricula. Program coordinators and classroom teachers in 21 different Oregon public schools were interviewed.

Available From:

Dr. Ray Tricker, Assistant Professor
Oregon State University, Department of Public Health
Waldo Hall 311, Corvallis, OR 97331-6406.



SAP: Participants Rating Sheet for Group Activity

Author/Agency: M. Amos Clifford and Mary Davis, National Organization of Student Assistance Programs and Partners

Year Developed: 1990, finalized 1991

Copyrighted: Yes

Possible Uses: To elicit feedback from support group or peer group participants to develop more cohesiveness within the group and to improve group facilitation. Results of the questionnaire can also be used for ongoing planning as well as to document and publicize program efforts to school or district administration, school board, students, parents, and other school staff.

Cost: \$39.50 plus \$3.50 for shipping and handling. This cost is for the manual *Evaluation Tools for Student Assistance Programs* which contains this instrument and other evaluation instruments and resources.

Description:

- A. **Target Group:** Support group or peer group participants
- B. **Areas Assessed:**
 - Opinions about program strengths
 - Opinions about support group or peer group weaknesses
 - Recommendations for support group or peer group improvement
 - Satisfaction with confidentiality issues
 - Satisfaction with level of trust among group members
 - Satisfaction with group interaction and communication
 - Satisfaction with helpfulness of support group or peer group
- C. **Format/Scoring:** The instrument is three pages and can be used in group settings. It begins with a protocol that summarizes the purpose of the form and then describes how to administer, score and interpret results. The rating sheet contains 22 statements which the participant rates as to how often each of them is true about the group, followed by four open-ended questions. Responses can be tallied to determine program strengths and weaknesses.
- D. **Time to Complete:** 10 to 15 minutes.

- E. Instrument Development.** The instrument was developed by staff at the National Organization of Student Assistance Programs and Partners (NOSAPP) as part of an evaluation manual to assist school districts in evaluating their student assistance programs. Many of the instruments in the manual have been pilot-tested in a number of school districts and feedback on the contents has been solicited from contacts throughout the country.

Available From:

National Organization of Student Assistance Programs and Partners
4760 Walnut, Suite 106
Boulder, Colorado 80301
Telephone: 1-800-972-4636.



SAP: Participant Satisfaction Survey

Author/Agency: M. Amos Clifford and Mary Davis, National Organization of Student Assistance Programs and Partners

Year Developed: 1990, finalized 1991

Copyrighted: Yes

Possible Uses: To assess participant's attitudes and level of satisfaction with the student assistance program so that staff can make the necessary changes when needed. Results of the questionnaire can also be used for ongoing planning and to document as well as to publicize program efforts to school or district administration, school board, students, parents, and other school staff.

Cost: \$39.50 plus \$3.50 for shipping and handling. This cost is for the manual, *Evaluation Tools for Student Assistance Programs*, which contains this instrument and other evaluation instruments and resources.

Description

- A. **Target Group:** Student assistance program participants
- B. **Areas Assessed:**
 - Opinions about program strengths
 - Opinions about program weaknesses
 - Recommendations for program improvement
 - Satisfaction with confidentiality issues
 - Satisfaction with staff expertise
 - Satisfaction with personal participation
- C. **Format/Scoring:** The instrument is three pages and can be used in either group settings or with individuals. It begins with a protocol that summarizes the purpose of the form and then describes how to administer, score and interpret results. The second page contains four open-ended questions asking for opinions about the student assistance program. The third page lists 16 statements which participants can respond to by indicating on a five-point scale the extent of their agreement or disagreement with each statement. Students' ratings on each statement can be averaged, with low average scores suggesting areas that may need improvement.
- D. **Time to Complete:** 10 to 15 minutes.

- E. Instrument Development.** The instrument was developed by staff at the National Organization of Student Assistance Programs and Partners (NOSAPP) as part of an evaluation manual to assist school districts in evaluating their student assistance programs. Many of the instruments in the manual have been pilot-tested in a number of school districts and feedback on the contents has been solicited from contacts throughout the country.

Available From:

National Organization of Student Assistance Programs and Partners
4760 Walnut, Suite 106
Boulder, Colorado 80301
Telephone: 1-800-972-4636.



SAP: Staff Satisfaction Survey

Author/Agency: M. Amos Clifford and Mary Davis, National Organization of Student Assistance Programs and Partners

Year Developed: 1990, finalized 1991

Copyrighted: Yes

Possible Uses: To assess staff's attitudes and level of satisfaction with the student assistance program for ongoing planning and improvement of services. Results of the questionnaire can also be used to document and to publicize program efforts to school or district administration, school board, students, parents, and other school staff.

Cost: \$39.50 plus \$3.50 for shipping and handling. This cost is for the manual, *Evaluation Tools for Student Assistance Programs*, which contains this instrument and other evaluation instruments and resources.

Description:

A. Target Group: School staff and community representatives who work with the student assistance program

B. Areas Assessed:

- Opinions about program strengths
- Opinions about program weaknesses
- Recommendations for program improvement
- Satisfaction with confidentiality issues
- Satisfaction with student assistance staff expertise
- Satisfaction with student assistance staff's use of other resources
- Responsiveness of student assistance staff to their concerns
- Usefulness of services provided by the student assistance program

- C. **Format/Scoring:** The instrument is three pages and can be used in either group settings or with individuals. It begins with a protocol that summarizes the purpose of the form and then describes how to administer, score and interpret results. The second page contains six open-ended questions asking for opinions about the student assistance program. The third page lists 16 statements which respondents can respond to by indicating on a five-point scale the extent of their agreement or disagreement with each statement. Ratings on each statement can be averaged, with low average scores suggesting areas that may need improvement.
- D. **Time to Complete:** 10 to 15 minutes.
- E. **Instrument Development.** The instrument was developed by staff at the National Organization of Student Assistance Programs and Partners (NOSAPP) as part of an evaluation manual to assist school districts in evaluating their student assistance programs. Many of the instruments in the manual have been pilot-tested in a number of school districts and feedback on the contents has been solicited from contacts throughout the country.

Available From:

National Organization of Student Assistance Programs and Partners
4760 Walnut, Suite 106
Boulder, Colorado 80301
Telephone: 1-800-972-4636.



The Secondary School Drug and Alcohol Assessment Guide

Author/Agency: Steven M. Janosik and David S. Anderson, Integrated Substance Abuse Consultations

Year Developed: 1987

Copyrighted: Yes

Possible Uses: To assess and to identify strengths and weaknesses in school prevention efforts for program development and improvement.

Cost: \$7.50 per copy (\$6.00 per copy for 10 or more; \$5.00 per copy for 50 or more).

Description:

- A. **Target Group:** The instrument is targeted primarily at secondary school administrators. The guide recommends that a variety of individuals such as teachers, school board members, parents, and students participate in completing the instrument.
- B. **Areas Assessed:** The extent to which the school is addressing AOD prevention in these areas:
 - Policy
 - Procedures
 - School functions and parties
 - Training for teachers and staff
 - Education for club advisors
 - Education for students
 - Education for parents
 - Access to treatment and intervention
 - Research
 - Community involvement and leadership
- C. **Format/Scoring:** The Assessment Guide consists of 118 yes/no questions. No score sheet is included, but the "No" answers could be prioritized and compared across the different components being assessed.
- D. **Time to Complete:** About 20 to 30 minutes

- E. Instrument Development:** The authors were interested in developing a low-cost, simple tool for educators to use in assessing the extent to which their schools were addressing prevention and intervention strategies. According to the authors, a particularly useful feature of the instrument is that it allows for different groups of people within the school setting to compare their perceptions of each of the program components. A review of the literature provided information about important features of AOD programs.

Available From:

Dr. David S. Anderson
Integrated Substance Abuse Consultations
P.O. Box 7505, Arlington, VA 22207
Telephone: (703) 237-3840.



Self-Assessment Instrument for School Programs in Alcohol and Other Drug Prevention

Author/Agency: Western Regional Center for Drug-Free Schools and Communities, Northwest Regional Educational Laboratory

Year Developed: 1988

Copyrighted: Yes

Possible Uses: A simple, informal tool to assist districts in reviewing and identifying areas for additional development in their AOD program. It can facilitate staff participation in goal-setting and stimulate learning, reflection and debate. The results should be supplemented with more objective measures whenever possible as self-reports may not always be accurate.

Cost: None

Description:

- A. Target Group:** All members of a school or district team, including teachers, counselors, principals, and central office administrators
- B. Areas Assessed:**
 - School team involvement
 - Parent/community involvement
 - Needs assessment
 - Program planning
 - Policy development
 - Implementation of prevention curriculum
 - Implementation of assistance programs
 - Evaluation
 - Dissemination
- C. Format/Scoring:** The instrument consists of 34 statements referring to a series of indicators about the program components listed above. Each statement can be rated on a continuum from "1" (not at all like our program) to "5" (very much like our program). Ratings may be totaled or averaged for each component to provide an indication of specific program practices that need improvement or greater emphasis.

- D. Time to Complete:** Ten to fifteen minutes for each team member to individually complete the instrument and another fifteen minutes to share results, discuss perceptions, and select target areas for improvement.
- E. Instrument Development:** The instrument was developed for use with participants at Western Regional Center workshops. Used many times in the past, the tool has often stimulated lively discussions among team members and encouraged broad participation in setting priorities.

Available From:

Judith A. Johnson, Director
Western Regional Center for Drug-Free Schools and Communities
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
Telephone: (503) 275-9476 or 1-800-547-6339, ext. 476.



What Do You Think About the Drug Abuse Problem and Drug Education?

Author/Agency: Daniel M. Mayton II and Liza Nagel of Lewis & Clark State College

Year Developed: 1991

Copyrighted: No

Possible Uses: Assess teachers' attitudes to help policy makers in understanding what motivates teachers to comply with federal mandates. Identifies barriers to teachers' provision of drug education.

Cost: None

Description:

A. Target Group: Teachers

B. Areas Assessed: Teachers' attitudes, intentions and behaviors regarding

- Severity of drug abuse problems nationally
- Severity of drug abuse problems locally
- Efficacy of drug education and drug infusion strategies
- Self efficacy in implementing drug education and drug education infusion strategies
- Infusion strategies
- Attitude toward drug education
- Subjective norms regarding drug education
- Motivations to comply
- Intentions to implement drug education
- Intentions to learn more about drug education
- Current use of drug education strategies in the classroom
- Demographic information

C. Format/Scoring: The questionnaire consists of 37 statements, with response options on a continuum from "strongly agree" to "strongly disagree." Responses to the two-page questionnaire can be summarized to determine how many teachers agree or disagree with each statement.

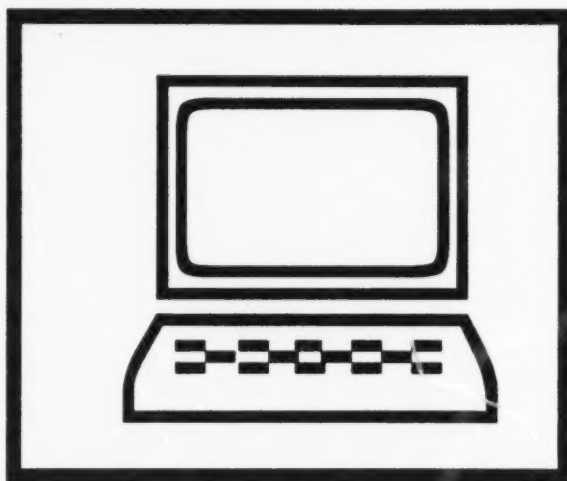
D. Time to Complete: 20 minutes

- E. Instrument Development:** The questionnaire was developed by the authors as part of a research study funded by the U.S. Department of Education in 1991 to assess the attitudes of certified teachers toward drug education in rural north Idaho. The questionnaire was used in a mail survey sent to over 1,000 teachers during February 1991 and 1992. The items in the questionnaire were based on two social psychological theories of attitude formation and maintenance useful in predicting health-related behavioral change.

Available From:

Dr. Liza Nagel
Drug Education Program
Lewis-Clark State College
301 Spalding Hall, 500 8th Avenue
Lewiston, ID 83501.

Microcomputer Software Programs





Drug Information, Assessment and Decisions for Schools-DIADS

Author/Agency: Dr. Kris Bosworth and Richard Yoast, University of Indiana; Doug White and Deborah Coe-Bradish, Wisconsin Clearinghouse, University of Wisconsin-Madison.

Year Developed: 1990

Copyrighted: Yes

Possible Uses: DIADS can be used as a tool to assess user's prevention programs and identify areas for improvement, to help in program planning, to locate new instructional resources, and for training.

Cost: \$189.95 per copy plus \$5 per package for shipping and handling; \$759.95 for five copies.

Description:

- A. Target Group:** Administrators and AOD Coordinators
- B. Areas Assessed:**
 - Curriculum
 - Support of community, administrators, staff and students
 - Coordination with community
 - Drug policy or assistance program
- C. Format:** DIADS is an interactive software program. It allows users to respond to each of 26 questions to determine whether various components are being implemented or not. The responses will be used to assess the chances for program success. The users then have the option to change their responses to see how this would change the probability for success. In addition, a feedback matrix will indicate program's strengths and weaknesses based on users' replies and provide data comparing these replies to the average responses of all parties who have used DIADS at the site.
- D. Time to Complete:** 10-30 minutes for an individual, or a team might spend an hour or more. It depends on how much people know about the program and how many use it at once.

- E. **Instrument Development:** Over 300 experts in the field were polled to determine agreed-upon characteristics of successful programs. The list was prioritized and validated by experts in schools before it was used to generate questions in DIADS. The experts agreed with DIADS' probability assessment 92% of the time.
- F. **Hardware Requirements:** Requires an IBM PC or true compatible computer with 512K of memory using a CGA, EGA or VGA graphics card with a disk drive for 5-1/4 inch, 3-1/2 inch, 360K disks using DOS 2.0 or higher. An Apple version is also available.

Available From:

Wisconsin Clearinghouse
University of Wisconsin-Madison
P.O. Box 1468
Madison, WI 53701-1468.
Telephone: 1-800-322-1468



Evaluation and Quality Improvement for Prevention (EQUIP)

Author/Agency: Eric Goplerud, Office for Substance Abuse Prevention

Year Developed: 1991, ongoing revision

Copyrighted: Yes

Possible Uses: The program helps prevention coordinators to identify strengths and weaknesses in their current programs, increases their awareness of existing effective programs; and assists in determining evaluation instruments and procedures that would be most appropriate to the user's program.

Description:

- A. Target Group:** Primarily district and state administrators, consultants, and community coalition personnel. May also be used by building personnel. Depends upon degree of comfort with computers.
- B. Areas Assessed:**
 - Evaluability of AOD programs
 - Selection of AOD instruments (The program does not assess instruments per se but guides selection.)
- C. Format:** EQUIP is a microcomputer software program on a 3-1/2" floppy disk that provides evaluability assessment, information on instruments, evaluation guidelines, and best prevention practices. Each section will guide users through a set of questions. Based on the responses, the expert system will present users with tips and recommendations for further action. The evaluability assessment asks up to 14 questions of the user and then provides advice on-screen based upon the profile generated by those answers. The instrument selection section also asks up to 14 questions and then lists instruments and sample questions that would be appropriate based on the answers.
- D. Time to Complete:** Probably requires at least fifteen minutes to become familiar with the program, and perhaps an hour to completely work through the evaluability assessment and the section on selecting instruments. (More time would be needed to peruse section on best practices.)

- E. Instrument Development:** The expert system program was designed to help users improve the quality of their prevention services without the need to spend valuable time on literature searches. A combination of literature review and the author's personal experience evaluating AOD programs led to the design of the program. The section on selection of instruments focuses heavily on reliability and validity of instruments. EQUIP is still being revised.
- F. Hardware Requirements:** Requires DOS-based machine, IBM or IBM compatible with a 3-1/2" disk drive and 700K of memory.

Available From:

Dr. Eric Goplerud
Office for Substance Abuse Prevention
5600 Fishers Lane, Rockwall 11
Rockville, MD 20857



SAP Assistant

Author/Agency: Western Regional Center for Drug-Free Schools and Communities, Northwest Regional Educational Laboratory

Year Developed: 1989, revised 1992

Copyrighted: Yes

Possible Uses: Designed to facilitate program management and reporting of Student Assistance Programs. The system can be used to track both students served by the program and school staff providing services.

Cost: A master copy and two days of onsite technical assistance are available at no charge for schools in the Western region. For those districts interested in a data collection subscription service offered by the Northwest Regional Educational Laboratory, there is a fee to store, tabulate, and summarize data to be entered from optical scan forms.

Description:

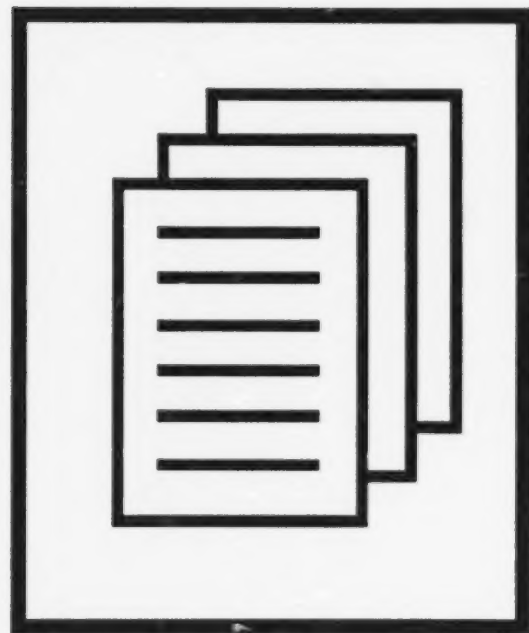
- A. **Target Group:** SAP personnel in moderate to large school districts
- B. **Data Entry Forms to Record:**
 - Program descriptions
 - Schools participating in program
 - Student information (history of referrals, services received, and indicators of progress)
 - Inservicing and presentations made by staff on the SAP
 - Staff information (their roles and training received)
- C. **Format:** The SAP Assistant is a microcomputer database system with operations guided by menus and pop-up help windows. The main menu provides access to data entry, data management, and database maintenance. Many flexible reports may be accessed through menus to respond to typical data needs. A quick-report feature allows the user to create custom reports to answer *ad hoc* requests for data.

- D. Time to Complete:** Implementing a computerized tracking system such as the SAP Assistant takes time. For districts with experience in computerized record-keeping, it will still require about six months to train personnel, to set up procedures for a district-wide data collection system, to enter the necessary data, and finally have a working system in place.
- E. Instrument Development:** The SAP Assistant was developed using a commercially available relational database management software - DataEase - to minimize development time and facilitate local enhancements or adaptations. The first local site that used the program was the Portland Public Schools (Oregon) in 1988. Since then, other school districts such as the Boise School District in Idaho have installed the SAP Assistant to longitudinally track students and staff involved in their SAPs. A new feature added in 1992 is a data collection subscription service to assist school districts who have neither the time nor technical resources to enter, tabulate, and summarize their own data. For a set fee depending on the amount of data involved, the Northwest Regional Educational Laboratory will process optical scan forms (to be completed by district personnel) and summarize the data for the district on a monthly cycle.
- F. Technical Information:** The SAP Assistant requires an IBM-compatible microcomputer (286 or higher recommended) with at least a 40 megabyte hard disk drive, 640K of memory (560 of which is free), MS DOS 3.1 or higher, and a printer. The relational database management software DataEase is produced by DataEase International.

Available From:

Judith A. Johnson, Director
Western Regional Center for Drug-Free Schools and Communities
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
Telephone: (503) 275-9476 or 1-800-547-6339, ext. 476.

Program Record-Keeping Forms





Student Assistance Program Recordkeeping Forms and Student Questionnaires

Author/Agency: D. Paul Moberg, Center for Health Policy and Program Evaluation, University of Wisconsin-Madison

Year: Developed 1983, Revised February 1984

Copyrighted: No

Possible Uses: A set of six forms for documentation, tracking, and evaluation of student assistance program activities for use by student assistance programs and external evaluators.

Cost: \$3.25 per set for duplicating and mailing

Description:

A. Target Group: Staff and clients of student assistance programs

B. Areas Assessed:

- Student Assistance Program Confidential Referral Form (3 pages). This form is to be used for each referral and provides sections where staff can circle the source of referral, the reasons for referral, and staff response to referral.
- Student Assistance Program Confidential Initial Interview Record (4 pages.) This form is to be used in documenting the screening of the student's problem and recording staff recommendations.
- Student Assistance Tracking Form, Service Record, and End of Year Assessment (3 pages). This form is to be completed for each student who was involved in the student assistance program. It can be used to document the services provided, to track any changes in the student's problem status during the year, and to record a year-end rating on the student by a Student Assistance staff most knowledgeable about the student.
- Student Assistance Program Confidential Student School Performance Data (1 page). This form is to record the attendance, grade point average, disciplinary referrals, and suspensions on each student involved with the student assistance program. The information can be collected from school records to reflect the status before, during, and after the student's involvement in the student assistance program.

- **Confidential Student Questionnaire** (7 pages). This form is to be completed anonymously by the student and sent directly to an external evaluator. The questionnaire asks the student to respond to their use of alcohol and other drugs, AOD use among family and friends, student attitudes toward AOD use, and student assessment of the student assistance program that she/he has been attending. Included are the Mayer and Filstead's Adolescent Alcohol Involvement Scale (AAIS) and the Rosenberg Self-esteem Scale.
 - **Follow-up Confidential Student Questionnaire** (8 pages). This form is to be completed by each student who has been involved in student assistance services for at least three months by the end of the year. It parallels the Confidential Student Questionnaire described immediately above. The only difference is that ten follow-up questions have been added to ask about current friends' use of AOD, student participation in alternative leisure activities, student abstinence from AOD, and student reflection on past AOD use.
- C. **Format:** The questionnaires and recordkeeping forms have been developed so that when completed, they can be entered into a computer database for tabulation and data analysis.
- D. **Time to Complete:** Estimated staff time ranges from 5 minutes to 15 minutes per form. Estimated student time for questionnaires ranges from 15 to 25 minutes.
- E. **Instrument Development:** The recordkeeping forms and student questionnaires were developed by the author as part of an evaluation study of student assistance programs at two urban school districts in Wisconsin. Student assistance staff reviewed the forms and provided input for revisions which were incorporated by the author. Results of the study were presented at the 1988 annual meeting of the American Public Health Association in Boston, Massachusetts. Initial funding for the evaluation was provided by the Wisconsin Department of Public Instruction.

Available From:

Dr. D. Paul Moberg, Associate Director
Center for Health Policy and Program Evaluation
University of Wisconsin-Madison
707 WARF Building, 610 Walnut Street
Madison, WI 53705-2397.



Western Regional Center Student Assistance Program Referral Record

Author/Agency: Western Regional Center for Drug-Free Schools and Communities, Northwest Regional Educational Laboratory

Year Developed: 1988

Copyrighted: Yes

Possible Uses: To track and monitor services provided to individual students, and to document the educational performance of students referred to the program.

Cost: None

Description:

- A. **Target Group:** SAP personnel
- B. **Areas Assessed:** For record keeping on
 - Student identification
 - Referrals
 - Pre-assessment services
 - Assessments
 - Post-assessment services
 - Educational indicators
- C. **Format/Scoring:** The referral record form is three pages long with spaces for recording information by hand or with a typewriter. The instructions are four pages long and explain how to complete each of the sections listed above.
- D. **Time to Complete:** Five minutes to write or type information on each client.
- E. **Instrument Development:** This referral form has been used in Western Regional Center training on program evaluation in the past. It is part of a Student Assistance Program evaluation packet to assist school districts in setting up a carefully thought out record keeping system that places minimal burden on school staff. The materials were adapted from the work of SAP coordinators in the Pacific Northwest and might require some modifications to meet local situations.

Available From:

Judith A. Johnson, Director
Western Regional Center for Drug-Free Schools and Communities
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
Telephone: (503) 275-9476 or 1-800-547-6339, ext. 476.

Section 3: Additional Resources



Overview

This section provides additional readings and resources. It contains:

1. A list of evaluation manuals and handbooks;
2. A list of journals where articles and reports on alcohol and other drug programs may be found;
3. A list of journals where articles and reports on evaluation may be found;
4. Addresses and telephone numbers of resource centers available to educators in the Western region.

Evaluation Manuals and Handbooks

The list below provides some publications that are easily available, inexpensive or free, and targeted to individuals with little or no background in evaluation.

1. Clifford, M.A., & Davis, M. (1991). *Evaluation Tools for Student Assistance Programs*. Boulder, CO: National Organization of Student Assistance Programs and Partners.

The Evaluation Tools for Student Assistance Programs manual discusses what needs to be considered before starting an evaluation; lists the steps involved in evaluating SAPs; and includes 21 evaluation tools. Sections discussing purpose, administration protocol and results interpretation are included for each instrument.

2. Hawkins, J.D., & Nederhood, B. (1987). *Handbook for Evaluating Drug and Alcohol Prevention Programs*. Rockville, MD: U.S. Department of Health and Human Services.

This handbook offers a step-by-step approach for the non-expert to evaluate school or community-based prevention programs. Each step offers specific details and offers examples from school or community programs. The evaluation model suggests that there are evaluation questions that need to be asked about effort, effectiveness, and efficiency of the program. Once the evaluation questions are determined, evaluation design, identifying outcome measures, organizing and collecting the data, elementary data analysis, and reporting the findings follow. Each topic is represented in the chapters (steps).

3. Herman, J.L. (Ed.). (1987). *Program Evaluation Kit*. Newbury Park, CA: SAGE Publications.

This series includes nine handy paperback books as follows: *Evaluator's Handbook*, *How to Focus an Evaluation*, *How to Design a Program Evaluation*, *How to Use Qualitative Methods in Evaluation*, *How to Assess Program Implementation*, *How to Measure Attitudes*, *How to Measure Performance and Use Tests*, *How to Analyze Data* and *How to Communicate Evaluation Findings*. A step-by-step approach with illustrations is used in each of the handbooks.

4. IOX Assessment Associates. (1988). *Program Evaluation Handbook: Alcohol Abuse Education*; *Program Evaluation Handbook: Drug Abuse Education*; *Program*

Evaluation Handbook: Smoking Abuse Education. Los Angeles, CA: IOX Assessment Associates.

These are a series of three handbooks developed for the Center for Health Promotion and Education, Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services. The handbooks are based on preliminary goals or standards of behavior, knowledge, skill, and affective outcomes in each content area. Panels of experts identified important outcomes for each of the content areas (alcohol education, drug abuse education, and smoking education). Based on these outcomes, a series of criterion-referenced instruments was developed and included in each manual. These instruments are considered useful for adults and school-aged children.

Each manual begins with an overview of the content area. A chapter on evaluation essentials provides the novice with an overview of the evaluation issues. The bulk of the manual is filled with brief assessment instruments. While the instruments appear to have great face validity and sometimes mirror questions used in national surveys, the reader is cautioned that the instruments have only been pilot-tested in small-scale tryouts and "have not been subjected to a formal empirical appraisal of their technical adequacy."

5. Joint Committee on Standards for Educational Evaluation. (1981). *Standards for Evaluations of Educational Programs, Projects, and Materials*. New York: McGraw-Hill.

A joint committee representing the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education prepared thirty evaluation standards. The standards represent issues such as deciding whether you are ready to evaluate, the ethics surrounding evaluations, defining the evaluation problem, designing the evaluation, budgeting the evaluation, collecting and analyzing data, and reporting the results. Each standard is presented, followed by an overview, guidelines, pitfalls, caveats, an illustrative case, and an analysis of the case. It is an excellent overview for the beginning evaluator.

6. Linney, J. A., & Wandersman, A. (1991). *Prevention Plus III*. Rockville, MD: U.S. Department of Health and Human Services.

This is the third in a series of Prevention Plus publications from the Office for Substance Abuse Prevention (OSAP). It offers "up-to-date tools and techniques for alcohol and other drug (AOD) prevention planning and implementation." Both outcome and process evaluations are discussed and tools are provided for both.

Journals on Alcohol and Other Drug Prevention and Education

There are no journals yet dedicated to dissemination of evaluation reports in the AOD field, so articles on evaluating AOD programs may appear in any of these journals:

Addictive Behaviors (6/year)

Pergamon Press, Inc.
Journals Division
Maxwell House
Fairview Park
Elmsford, NY 10523
TEL: 914-592-7700

American Journal of Drug and Alcohol Abuse (4/year)

Marcel Dekker Journals
270 Madison Avenue
New York, NY 10016
TEL: 212-696-9000

American Journal of Orthopsychiatry (quarterly)

American Orthopsychiatric Association, Inc.
19 W. 44th St.
New York, NY 10036
TEL: 212-354-5770

American Journal of Public Health (monthly)

American Public Health Association
1015 15th St., NW
Washington, D.C. 2005
TEL: 202-789-5600

Health Education Quarterly (quarterly)

John Wiley & Sons, Inc.
Periodicals Division
605 Third Avenue
New York, NY 10158-0012
TEL: 212-692-6000

International Journal of the Addictions (12/year)

Marcel Dekker Journals
270 Madison Avenue
New York, NY 10016
TEL: 212-696-9000

JAMA: Journal of the American Medical Association (weekly)

American Medical Association
515 N. State St.
Chicago, IL 60610
TEL: 312-464-0183

Journal of Addictive Diseases (quarterly)

The Haworth Press, Inc.
10 Alice Street
Binghamton, NY 13904
TEL: 800-3-HAWORTH

*** Journal of Adolescent Chemical Dependency (quarterly)**

The Haworth Press, Inc.
10 Alice Street
Binghamton, NY 13904
TEL: 800-3-HAWORTH

Journal of Adolescent Health Care (6/year)

(Society for Adolescent Medicine)
Elsevier Science Publishing Co.,
655 Avenue of the Americas
New York, NY 10010
TEL: 212-989-5800

Journal of Adolescent Research

(quarterly)

Sage Publications, Inc.
2455 Teller Road
Newbury Park, CA 91320
TEL: 805-499-0721

*** Journal of Alcohol and Drug
Education (3/year)**

Alcohol & Drug Problems Assn of No.
America
1120 East Oakland
P.O. Box 100212
Lansing, ME 48901
TEL: 517-484-0016

Journal of American College Health

(bimonthly)

(American College Health Association)
Heldref Publications
4000 Albermarle St., NW
Washington, D.C. 20016
TEL: 202-362-6445

Journal of Applied Psychology

(bimonthly)

American Psychological Association
1200 17th St., NW
Washington, D.C. 20036
TEL: 202-955-7600

**Journal of Child Psychology &
Psychiatry & Applied Disciplines**

(7/year)

(Assn of Child Psychology and
Psychiatry)
Journals Division Pergamon Press, Inc.
Maxwell House, Fairview Park
Elmsford, NY 10523
TEL: 914-592-7700

Journal of Consulting and Clinical

Psychology (bimonthly)

American Psychological Association
1200 17th St., NW
Washington, D.C. 20036
TEL: 202-955-7600

Journal of Counseling & Development
(bimonthly)

American Assn for Counseling and
Development
5999 Stevenson Avenue
Alexandria, VA 22304
TEL: 703-823-9800

*** Journal of Drug Education**

(quarterly)

Baywood Publishing Co., Inc.
26 Austin Avenue
P.O. Box 337
Amityville, NY 11701

*** Journal of Drug Issues (quarterly)**

Journal of Drug Issues, Inc.
P.O. Box 4021
Tallahassee, FL 32315-4021

Journal of Public Health Policy

(quarterly)

Journal of Public Health Policy, Inc.
208 Meadowood Drive
South Burlington, VT 05403
TEL: 802-658-0136

*** Journal of School Health (10/year)**

American School Health Association
7263 State Route 43
P.O. Box 708
Kent, OH 44240

Journal of Studies on Alcohol
(bimonthly)
(Rutgers Center of Alcohol Studies)
Alcohol Research Documentation, Inc.
Box 969
Piscataway, NJ 08855
TEL: 908-932-2190

Journal of Substance Abuse (quarterly)
Ablex Publishing Corporation
355 Chestnut St.
Norwood, NJ 07648
TEL: 201-767-8450

Preventive Medicine (bimonthly)
(American Health Foundation)
Academic Press, Inc.
Journal Division
1250 Sixth Avenue
San Diego, CA 92101
TEL: 619-230-1840

Psychological Reports (bimonthly)
Dr. C.H. Ammons & Dr. R.B. Ammons,
Eds. & Pubs.
Box 9229
Missoula, MT 59807

- * Recent issues of these journals are available for use at the Western Regional Center for Drug-Free Schools and Communities at 101 SW Main, Portland, Oregon.

Journals on Program Evaluation

Although the focus of these journals is evaluation rather than on evaluation of AOD programs, these journals provide discussions of current thinking and ideas in the field of evaluation.

Educational Evaluation and Policy Analysis (quarterly)
American Educational Research Association (AERA)
1230 17th Street, NW
Washington, D.C. 20036-3078

Evaluation and Program Planning (quarterly)
Pergamon Press, Inc.
Journal Division
Maxwell House
Fairview Park
Elmsford, NY 10523
TEL: 914-592-7700
FAX: 914-592-3625

Evaluation Review (bimonthly)
Sage Publications, Inc.
2455 Teller Road
Newbury Park, CA 91320

Evaluation Studies Review Annuals (annually)
Sage Publications, Inc.
2455 Teller Road
Newbury Park, CA 91320

New Directions for Program Evaluation (quarterly)
(American Evaluation Association)
Jossey-Bates Inc., Publishers
350 Sansome St., 5th Floor
San Francisco, CA 94104
TEL: 415-433-1767
FAX: 415-433-0499

Studies in Educational Evaluation (3/year)
(UCLA Center for the Study of Evaluation)
Pergamon Press, Inc.
Journals Division
Maxwell House
Fairview Park
Elmsford, NY 10523
TEL: 914-592-7700
FAX: 914-592-3625

Information and Resource Centers

A wealth of information on a variety of topics is available from the following national and regional centers. Check with these sources for updates on resources in evaluating AOD programs.

1. OSAP's National Clearinghouse for Alcohol and Drug Information (ONCADI)

P.O. Box 2345
Rockville, MD 20847-2345
1-800-729-6686

Funded by the U.S. Department of Health and Human Services, ONCADI provides searches from its database on specific alcohol and other drug topics at no cost. It also disseminates a bimonthly publication titled: *The OSAP Prevention Pipeline* which contains prevention news, new program resources available from the Office for Substance Abuse Prevention and other federal agencies, as well as abstracts of recent journal articles and books in the alcohol and other drug field. The Western Regional Center for Drug-Free Schools and Communities in Portland, Oregon, subscribes to *The OSAP Prevention Pipeline*.

2. Educational Resources Information Center (ERIC)

Dept. CCE
1600 Research Boulevard
Rockville, MD 20850

Supported by the U.S. Department of Education, Office of Educational Research and Improvement (OERI), ERIC consists of 16 clearinghouses that respond to inquiries about its database, which is accessible to the public at more than 3,000 locations worldwide. Contact the Clearinghouse on Tests, Measurements, and Evaluation through the above toll-free number for citations on journal articles and documents related to educational evaluation.

3. Western Regional Center for Drug-Free School and Communities

Judith A. Johnson, Director

A. Training and Technical Assistance on Evaluation

Available at no cost to school districts in the West, contact the Western Regional Center office listed below that serves your state for further information.

Alaska, Idaho, Montana, Oregon, Washington, and Wyoming:

Carlos Sundermann/Flora Yen
Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204
503-275-9478 or 9497, 1-800-547-6339, ext. 478 or 497

Hawaii and the Pacific Islands:

Harvey Lee
Honolulu Field Office
1164 Bishop Street, Suite 1409
Honolulu, HI 96813
808-532-1904

Northern California and Northern Nevada:

Ralph Baker
Far West Laboratory for Educational Research and Development
730 Harrison Street
San Francisco, CA 94107-1242
415-565-3000

Southern California and Southern Nevada:

Carol F. Thomas
Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, California 90720
310-598-7661

B. Resource Center Services

There are resource centers at each of the Western Regional Center offices (See 3A. above) that are accessible to administrators, teachers, curriculum specialists, alcohol and other drug coordinators, parents, and other preventionists to help them in their search for up-to-date information. Please contact the office in your area for further information and assistance. The following types of services are offered:

Library: A collection of AOD prevention curricula, programs, monographs, and videos is available free for a three week loan period. Telephone your requests to the Western Center or visit the Center.

Western Center Publications: The Center disseminates to the public over 30 free publications developed by Center staff. These include the Western Center quarterly newsletter (mailed to over 16,000 clients), Prevention Research Updates (a publication that summarizes the recent

research on AOD use and its prevention), and other publications of interest to preventionists on such topics as peer education, fetal effects of parental AOD use, summaries of successful prevention programs, and guides to student AOD surveys and parenting skills curricula. A listing of these publications is available upon request.

RADAR: The Center is a Regional Alcohol and Drug Awareness Resource (RADAR) Network member and thus has the current publications available through OSAP's National Clearinghouse for Alcohol and Drug Information (ONCADI). As a member of the network, the resource centers can draw upon the expertise of the other state, regional, and national organizations who are RADAR members.

Organization Files: Files with catalogs, brochures, and program information are kept on organizations, publishers, agencies and individuals for reference use.

Subject Files: Current newspaper, magazine, journal, and research articles are collected for reference use on a wide range of alcohol and other drug related topics.

Newsletters, Journals: The Center subscribes to a variety of newsletters/journals. These can be used by the public at the Center.

C. **Western Regional Center Publications on Evaluation**

The following publications on evaluation, developed by Center staff, is available at no charge if you are in our service area. Western Regional Center services Alaska, American Samoa, California, Guam, Hawaii, Idaho, Montana, Nevada, Oregon, Palau, Washington, and Wyoming.

Gabriel, R.M., & Brinkerhoff, C. (1990). *Developing a community profile: A handbook for using pre-existing data in prevention planning*. Portland, OR: Northwest Regional Educational Laboratory.

Pollard, J.A., Gabriel, R.M., & Arter, J.A. (1991). *Surveys of student alcohol and other drug use: A consumer's guide* (2nd ed.) Portland, OR: Northwest Regional Educational Laboratory.

Regional Drug Initiative. (1991). *Drug impact index, 2nd edition*. Portland, OR: Northwest Regional Educational Laboratory.

Western Regional Center for Drug-Free Schools and Communities. (1991). *Alcohol and other drug programs: Abstracts of selected evaluation studies*. Portland, OR: Northwest Regional Educational Laboratory.

Western Regional Center for Drug-Free Schools and Communities. (1992). *AOD program evaluation at the local level: A pilot site approach*. Report No. 4. Portland, OR: Northwest Regional Educational Laboratory.

Yen, F.B. & Brinkerhoff, C.V. (1992). *Evaluation Resource Notebook for AOD Coordinators*. Portland, OR: Northwest Regional Educational Laboratory.

References

- Committee to Develop Standards for Educational and Psychological Testing. (1985). *Standards for Educational and Psychological Testing*. Washington, DC: American Psychological Association, Inc.
- King, J.A., Morris, L.L., & Fitz-Gibbons, C.T. (1987). *How to Assess Program Implementation*. Newbury Park, California: Sage Publications.
- Klitzner, M.D. (1987). Report to Congress on the Nature and Effectiveness of Federal, State and Local Drug Prevention/Education Programs: Part 2: An Assessment of the Research on School-based Prevention Programs. Washington, DC: US Department of Education.
- Lipps, G., & Grant, P.R., (1990). A Participatory Method of Assessing Program Implementation. *Evaluation Review*, 14 (4), 427-434.
- McGraw, S.A., McKinlay, S.M., McClements, L., Lasater, T.M., Assaf, A., & Carleton, R.A. (1989). Methods in Program Evaluation: The Process Evaluation System of the Pawtucket Heart Health Program. *Evaluation Review*, 13 (5), 459-483.
- Pentz, M.A., Trebow, E.A., Hansen, W.B., MacKinnon, D.P., Dwyer, J.H., Johnson, C.A., Flay, B.R., Daniels, S., & Cormack, C. (1990). Effects of Program Implementation on Adolescent Drug Use Behavior: The Midwestern Prevention Project. *Evaluation Review*, 14 (3), 264-289.
- Research Triangle Institute. (1991). A Study of the Drug-Free Schools and Communities Act: Report on State and Local Programs (Contract LC 8-8028001). Research Triangle Park, No. Carolina: Research Triangle Institute.
- Scheirer, M.A., & Rezmovic, E.L. (1983). Measuring the Degree of Program Implementation. *Evaluation Review*, 7 (5), 599-633.
- United States General Accounting Office. (1992). *Adolescent Drug Use Prevention: Common Features of Promising Community Programs*. GAO Publication No. PEMD-92-2. Washington, DC: U.S. General Accounting Office.
- United States General Accounting Office. (1987). *Drug Abuse Prevention: Further Efforts Needed to Identify Programs That Work*. GAO Publication No. HRD-88-26. Washington, DC: U.S. General Accounting Office.
- United States General Accounting Office. (1990). *Drug Education: School-Based Programs Seen as Useful but Impact Unknown*. GAO Publication No. HRD-91-27. Washington, DC: U.S. General Accounting Office.